

I

1)

SAMPLE ANSWERS

- Anne really needed a diary because she needed someone to write to.
- I think that if Anne needed a friend, she should have started writing letters instead.

I

1)

SAMPLE ANSWERS

- I think Anne was close to her family but particularly to her father because of the way she described him.
- I think Anne was very happy to have such a family when she wrote this because they had spent so much time apart.

I

1)

SAMPLE ANSWERS

- I think I would have protested and tried to make things better/fair for everybody.
- I think I would have tried to escape and go live in another country that didn't have harsh laws.

I

1)

SAMPLE ANSWERS

- I'm sure the bathing problem must have annoyed the families and probably led to fights.
- I think both families should have ignored the bathing problem because there were more important things to worry about.

I

1)

SAMPLE ANSWERS

- I think the other residents in hiding were probably just as inconvenienced as Anne because they could not talk all day.
- I think that the other residents would not have minded as much as Anne because she had trouble not talking.

I

1)

SAMPLE ANSWERS

- I think that Miep's story is very sad, and I don't know why people did not try to help the old woman.
- I think Miep must have felt very bad about what was happening to the old woman.

I

1)

SAMPLE ANSWERS

- I think Anne was excited about the idea of the war ending so she could leave the Annex.
- Anne was no doubt excited about the possibility that they would be rescued.

I

1)

SAMPLE ANSWERS

- I think that Anne wanted to record all of the details she could about the war because she wanted it to be over soon.
- I think Anne wished to record details about the war so that she could remember them later.

1)
SAMPLE ANSWERS
- I think Anne did not like her "lighter" side and wanted to be seen as a serious person.
- I don't think Anne disliked her lighter side, but she did not want to be known as a clown.

1)
SAMPLE ANSWERS
- I think Anne wanted to be more like her deeper self, but did not know how and so tried to be funny all the time.
- I think that Anne's two sides are not so strange and that she just did not recognize how similar they really were.

1) (smooth,) round hole in the rock framed the (ridge of fir) trees above the house exactly

1) a slab of rock
2) heavy and fast
3) (tricky) acoustics

2) a lovely day it was for swimming
3) knocked to scare (away) the mice scratching in the loft.
they knocked back

1) the plates
he did not know who he meant

2) why Hux was called Halibacon and what his real name was
3) something had changed when he picked up the (top) plate

1) the rock with a hole through it was called the Stone of Grom

2) drawing something on a sheet of paper that covered the plate
3) an abstract design, but Alison pointed out that it was an owl's head

1) complete owl could be fitted/fit together if you took the design off the plate (complete owl could be made if you took the design off the plate and fitted/fit it together)

2) had finished cutting around the design stylized, floral owl
3) tracing and how to fold it (tracing and folding)
as soon as she had washed the plate

1) she tells him to "wait" and "be sharp"
"Students should not be penalized for failing to use quotation marks."

1) vibration through the rock
2) framed the trees
3) crazy precision job
4) Stone of Grom
5) was subbathing

Note
GI 56 1: Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

57

I

- 1) Gwyn (OR him) **speaking Welsh**
she thinks that it is talking like a **laborer**

II

- 1) knocked back
- 2) went muzzy
- 3) abstract flowery business
- 4) a complete owl
- 5) trace and fold

Note

GI 57 **I** : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

59

I

- 1) reached behind her and pulled out a plain white plate, without decoration, and threw it on the bed

- 2) working a switch (on Nancy), but Alison said she had given Nancy the (same) plate she (had) **traced** the owls from

58

I

- 1) Gwyn said (that) **Alison** was cleaning a plate from the **roof**
(she heard that **Alison** was cleaning a plate found in the **roof**)

- 2) pushed the plate **Gwyn** had brought from the **loft** behind her

60

I

- 1) climbed the **ladder**, Alison told him (about) how Gwyn had gone all **shadowy** and had not **looked** like Gwyn when he had touched a plate

- 2) to trace more owls (before the light went) because she couldn't find the three she did (OR had done) earlier

61

I

- 1) children's music
- 2) the (straight-ahead) sound of singing voices
- 3) an essential quality

63

I

- 1) children's **exuberant** vocal expressions since the 1950s

- 2) their **priorities**

we grow to **understand** who they really are

- 3) **breakthrough** collection of children's street games and songs

62

I

- 1) the embodiment of **music**
has (always) **chronicled** their musical interests

- 2) children's **chasing** games
- 3) the **slapping** sound of the jump rope

64

I

- 1) a **diversity** of backgrounds

- 2) **constitutes** teaching material on the children's **musical** repertoire
- 3) heavily **percussive improvisations** and **homemade instruments**

GI 65 · 66 · 67 · 68	
65	66
<p>I</p> <p>1) a dialogue between two boys about their life experiences</p>	<p>II</p> <p>1) (1978) release of children's voices on children's songs offers samples</p>
<p>2) the rich childlore material they offer to those who work with</p> <p>3) (the next) 40 years (a compendium of) traditional Spanish folklore of children in schoolyards and</p>	<p>II</p> <p>1) enthusiasm 2) straight-ahead sound 3) fundamental chording instrument 4) clapping hands 5) heavily percussive</p>
67	68
<p>I</p> <p>1) preservers and transmitters of (traditional and composed) songs for children's learning and enjoyment, devoting themselves to opening up young ears and minds to the ideas, languages, and musical qualities of the songs they sing</p>	<p>I</p> <p>1) (Woody) Guthrie on "This Land is Your Land" and many of his other best-loved songs in their <i>Songs to Grow On</i> series*</p> <p>*Students should not be penalized for failing to use quotation marks or indicate italics.</p>
<p>1) musical interests of children</p> <p>2) captivates children's attention</p> <p>3) constitutes teaching material</p> <p>marginalized</p> <p>Spanish folklore</p>	<p>2) tell something, (would) teach, or (would) motivate children, and the artists would offer a message worth receiving</p>

GI 69 · 70 · 71 · 72	
69	70
<p>I</p> <p>1) her talents as a child-song singer extraordinaire fit the socio-musical needs of very young children</p>	<p>I</p> <p>1) in ways that are warm and welcoming, and through her recordings she has established the model for bringing up children in musical ways</p>
<p>2) that much of what children need to know of their language, heritage, and current cultural concepts can be communicated through song</p> <p>3) (not only the title song but also) "This Train," "Dulce Dulce," and "Did You Feed My Cow?" quickly became familiar repertoire*</p> <p>*Students should not be penalized for failing to use quotation marks.</p>	<p>2) the American first family of traditional music plays his five-string banjo in toe-tapping style</p>
71	72
<p>I</p>	<p>I</p> <p>1) the day before Commemoration Day, when people in their distinct converge on Witravee for the Witravee Show</p>
<p>1) long slow grunt</p> <p>2) how bad</p> <p>3) going to be sick</p>	<p>2) the top, (on the south side of) a knoll (near Mt. Martin) that marked the end of the vehicle track</p> <p>3) the view of Cobbler's Bay, where they could see a couple of ships</p> <p>*Students should not be penalized for failing to use the period after the abbreviation.</p>

73		74	
I	1) Tailor's Stitch and the rich farmland of the Wirrawee district	I	1) made a big motivational speech in spite of how uncompromisingly bare Salari's Steps were
	2) of Hell how they were going to get into it 3) exaggerating a bit collection of cliffs		2) the same clothes and stuff as everyone else in her pack because (clothes and stuff, the same as everyone else, because of...)
75		76	
I	1) reorganize Fi's backpack (for her) because they still had to get food into the packs and (then) carry them	I	1) was (OR is) an expert on horror movies mainly for his piano and violin (which didn't seem to go with horror movies)
	2) they couldn't get into the packs the mountain of food that Corrie and Ellie had bought 3) at about five o'clock along the ridge called Tailor's Stitch (along Tailor's Stitch at about five o'clock)		II 1) far from the city 2) sharp straight ridge 3) rich farmland 4) uncompromisingly bare 5) hard and dry

Note
G1 76 **I**: Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

77		78	
I	1) as wild and forbidding as they had from a distance there must be a way	I	1) a ledge that looked like it dropped pretty close to the ground and could help them get over the first block
	II 1) the ascent 2) the Land Rover 3) vehicle track 4) the ridge 5) wild and forbidding		2) awful if the expedition was a failure because (Corrie and) she had talked them into coming and promised them a good time
79		80	
I	1) getting back up again because they were too caught up in the thrill of the chase	I	1) scared away the (huge black) beetles, slaters and earwigs (that started spilling out of the log) before Fi followed her down
	2) an old fallen log that seemed to be going in the right direction		2) a way to get around or over or under the granite 3) they couldn't see any way out

Note
G1 77 **I**: Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

81		82	
I	1) leading 2) foreign language 3) precious jewel	I	1) avoided her eyes wedding pictures of her father and stepmother (Niang)
83		84	
I	1) a seventeen-year-old Eurasian beauty fourteen years his junior	I	1) China had lost a war, and the conquerors parceled out the best areas of the treaty ports (for themselves)
2) dressing only in French clothes and wearing expensive French perfume	3) ordered to take care of Adeline, and they came to share a life apart from the rest of the family	2) strutting about looking important and barking (out) orders Tianjin was occupied by the Japanese	3) announcing that no Chinese were allowed (there except for maids in charge of white children)

85		86	
I	1) (very) slowly , hobbling and swaying as if her toes had been partly cut off	I	1) she cringed when he sat down he was always saying mean things to her
II	2) winding a tight bandage around the feet, bending the toes under the sole and crushing the arch 3) her feet to hurt every day (since they were bound) and gave her life-long arthritis	II	1) China 2) transplanted 3) occupied 4) dead French heroes 5) exclusive shops
87		88	
I	1) he winked at Adeline and made her wonder if he was up to some new mischief	I	1) (had doggedly) hung on to Ye Ye's nasal hair, wrenching it from its root and waking him up
II	1) two weeks 2) blamed 3) stepmother 4) aunt 5) ordered	II	2) giving her a blow across the back of her head and twisting her (right) arm (taking her arm under the table and giving it a quick, hard twist)
<p>Note</p> <p>GI 87 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.</p>			
<p>Note</p> <p>GI 86 II : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.</p>			

<p>I</p> <p>1) Niang was speaking to Big Sister in English and Big Sister was nodding assent</p>			<p>1) unpredictable man</p> <p>2) up to no good</p> <p>3) the world belonged to him</p>
<p>I</p> <p>1) study harder and keep wearing the medal so she could go on pleasing him</p>	<p>2) Big Sister's example by snatching dragons' eyes from Adeline's bowl</p> <p>3) Big Sister complained (so much) about having to walk Adeline (to and from school)</p>	<p>I</p>	<p>1) A</p> <p>he (OR his father) always hung his overalls on the bedpost, and they were not there</p> <p>2) (put on his rubber boots and) set out along the path to look for his father</p>

90

89

<p>I</p>		<p>I</p> <p>1) the fire froze his guts, even though the torches were so close he had felt the heat</p>	<p>II</p> <p>1) towering witches</p> <p>2) wrapped in darkness</p> <p>3) finger bones</p> <p>4) swell in a waveless sea</p> <p>5) the black ribbon of night</p>
<p>I</p>	<p>1) A</p> <p>2) he might step on a skunk, get sprayed (with the stink) and have to go back to his pajamas (in a hole)</p>	<p>I</p>	<p>1) C</p> <p>a human body (a corpse)</p> <p>2) the way the corpse (OR its parts) swung loose seemed "dreadful"</p> <p>*Students should not be penalized for failing to use quotation marks.</p>

93

94

96

95

Note

GI 96 **I**: Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

97

I

- 1) **two** of the men fasten the **dead man** to the cross before it was raised **up**

II

- 1) snake of flame
- 2) changed direction
- 3) huge black cross
- 4) a corpse
- 5) raised the cross

Note

GI 97 **I** : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

99

I

100

I

1)

(that) he would be the first victim because they always **kill** the **smart** ones **first**, the ones they were afraid would **outwit** them

1)

because he was the **smartest** man he knew and they always got the smart ones **first**, and he was convinced that **night** (... he was convinced when he saw the marching procession at **midnight** and the dead body on the cross)

98

I

- 1)
the **recollection** that he was **looking** for his father and the **sight** of the raised **cross** (OR **dead man**) came at the same instant

102

I

101

I

- 1) Africa
- 2) fiery pain
- 3) venom

1) C

his foot
pink lotion

2) on the balcony

she fretted over his health, finding him too thin and frail for the relentless sun

103

I

104

I

1) C

- 2) she was born and raised in England and was homesick before she'd even left England's shores

1) B

- 2) he was too busy at the bank (to be given "home leave") and he would earn only half-pay if he took leave*

*Students should not be penalized for failing to use quotation marks.

105

I

106

I

1) was **frightened** by a **dark premonition** that he would **never see** his father again

II

- 1) fairy tales
- 2) dragon
- 3) drawings
- 4) magical
- 5) trees

Note

GI 106 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

1) C

an ache inside his chest

2) the shiny black letters his father had painted across the trunk lid (A. R. Tolkien)*

*Students should not be penalized for failing to use periods after initials.

107

I

1) something was **always happening**, such as his grandfather telling **jokes** or the lodger playing the **banjo**

II

- 1) relentless sun
- 2) Africa
- 3) homesick
- 4) bank manager
- 5) join the family

Note

GI 107 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

108

I

1)
Ronald's father had contracted rheumatic **fever**, but she decided not to go because he wrote that he was already feeling **better** (OR much **improved**)

110

I

1)
science of **botany**
naming aloud the various **flowers** and **plants** and explaining their **parts** and **functions**

109

I

1)
he had been **anxious** and **fearful since** his **father's death**, but (, somehow,) he felt **safe** there (OR in Sarehole)

111

I

- 1) François on a sled to the forest
- 2) remarkable progress
- 3) as different as day and night

112

I

1) C
2) (whirled upon him and) slashed his shoulder to the bone three inches up and down, and forever after Buck avoided his blind side

113

I

114

I

- 1) A
(great) problem of sleeping
2) every time he lay down, the frost soon drove him shivering to his feet

- 1) C
2) it had snowed during the night, and he was completely buried

115

116

I

I

- 1) good care to keep the traces **clear**, and he had **mastered** his work so well (by the end of the day/ere the day was done) that his **mates** (about) ceased **nagging** him.

- 1) C
between Dave and Sol-leks
2) so that he might receive instruction
Buck/him to linger long in error

II

- 1) returning with a load of firewood
2) to go ahead at "mush,"
3) despise it
4) apt scholar
5) mastered his work

Note

GI 116 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

Vocabulary note: ③ No credit or penalty is given in grading this response. Students are simply encouraged to answer the question to keep them engaged with the vocabulary.

118

117

I

- 1) into a (huge) camp at (the head of) **Lake Bennett**, where Buck made a **hole** in the snow and went to sleep, but he was routed out too early in the darkness and **harnessed** to the sled with his mates

II

- 1) nipped Buck's hind quarters
2) to jerk Buck
3) perpetual snarl
4) did not like to be approached
5) a bribe for peace

Note

GI 117 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

I

- 1) **fastidiousness** of his **old life** (which had characterized his **old life**)
being a **dainty eater** would result in the other dogs **robbing** his unfinished ration of **food**

120

119

I

I

- 1) **love** and **fellowship**
Southland
Northland the law of **club** and **fang**

- 1) became alive in him again as the **domesticated generations**
back to the time when **wild dogs** ranged in packs and **killed** their **meat** as they ran it down

Vocabulary note: ① No credit or penalty is given in grading this response. Students are simply encouraged to answer the question to keep them engaged with the vocabulary.

I

- 1) (much) greater
- 2) consumer
- 3) the cycle

I

- 1) A
weather
- 2) the succeeding generation married later and had fewer children

I

- 1) B
Parliament
- 2) taxes were decided by the people

I

- 1) A
- 2) by requiring a certificate of movement, which was used to restrict the movement of out of work or politically active laborers

I

- 1) **merchants, professionals and businessmen** to buy their way into the **upper classes**

II

- 1) feast and famine
- 2) full harvest
- 3) food supply
- 4) economy
- 5) tenant farmers

Note

GI 126 **I** : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

I

- 1) D
- 2) encouraged to work for wages, which (, it was thought,) would (ultimately) improve their condition

I

- 1) **employ** the weight and consideration the service of **one's friends**

II

- 1) monarchy
- 2) close-knit community
- 3) Acts of Settlement
- 4) enclosure
- 5) patronage

Note

GI 127 **I** : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

I

- 1) **trade** with the **colonies** in **English ships**, which denied the Dutch the **benefits** of trade with (the) needy **foreign markets**

129

I

130

I

1)

the **community** as an **organism**, directed by its **head**
"mechanical" had become a **catchword** and everything seemed **amenable** to **mechanical application**

1)

(in 1672) Charles II (OR the King)(had) **raided** the Royal Mint and (taken) took the £200,000 worth of gold left there for **safe-keeping**

131

I

132

I

1) frightened

2) adults as well as children

3) instantly

obediently

1)

being "**released**," which in Jonas's community was a final decision, a terrible punishment, an overwhelming statement of failure*

➤ Answers should include the key word above and at least one of the following descriptions of what being released meant:

- a **final decision**
- a terrible **punishment**
- an overwhelming **statement of failure**

*Students should not be penalized for failing to use quotation marks.

134

I

133

I

1)
talked too fast and **mixed** things up, (scrambling words and phrases until they were barely recognizable and often very funny.) Jonas was **careful** about language

1)

frightened was too strong an adjective, but he did feel a little shudder of **nervousness** when he thought about what might **happen** (**frightened** was the wrong word, but he...)

136

I

1) a **little sorry** for someone who was in a new place and **felt strange and stupid**

II

1) the speakers

2) contributing citizen

3) standard apology phrase

4) telling of feelings

5) visitors

1)

the **visitors** who didn't obey the rules and believed that the word referred to someone **uneducated** or **clumsy**, someone who didn't fit in

Note

GI 136 **I** : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

I
1) listened **politely**, but not very **attentively**, while his father took his turn
was not one that **interested** him much

- II**
- 1) obediently
 - 2) palpable
 - 3) apprehensive
 - 4) easy to resolve
 - 5) newchildren

Note
GI 137 **I** : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

I
1) release of the **elderly** and release of a **newchild**, the latter being particularly sad for Nurturers because they felt they had **failed** somehow

1)
the **Ceremony** for the Ones when she was **named**, after they had made an application that had been **approved**

1)
a third transgression would **result** in being **released**, a **punishment** so **disgraceful** it was **unspeakable**

1)
it was a constant **reminder** of those **companionable** years, when they worked **together**

- 1) by heart
- 2) Browning home
- 3) poets

1)
her (eldest and favorite) **brother**, was taken to **Torquay**, and after a year spent there greatly **improved** (and seemed likely to recover her usual health)

1)
the **lives** of Elizabeth Barrett Browning, George Eliot (OR Mary Ann Evans) and Margaret Fuller

I

1) the sound of **waves** and the **moans** of the **dying**

I

1) **strikingly** original, the **critics** condemned the frequent obscurity of meaning and irregularity of rhyme

II

- 1) Greek and Latin
- 2) severe criticism
- 3) fire and vigor
- 4) irregularity of rhyme
- 5) complete edition

Note

GI 146 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

I

1) as **serious** a thing as life itself
reverence and sincerity with which the work was **done**

II

- 1) Robert Browning
- 2) dedicated
- 3) famed artist
- 4) life-long friendship
- 5) brother

Note

GI 147 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

I

1) **Elizabeth** (OR **Miss Barrett**), whose admiration for Robert Browning's (poetic) work was shown in "**Lady Geraldine's Courtship**" (OR a poem written before the two met)*

*Students should not be penalized for failing to use quotation marks.

I

I

1) **married** the man of her choice, which seemed to infuse **new life** into her delicate body

1)

the first to see **merit**, the last to censure **faults**, giving **praise** with a generous hand, and by heartily **rejoicing** at the success of others

I

- 1) instantly
- 2) legendary
- 3) gunpowder

I

1) had **sold** subscriptions to **President Jefferson** and most **members** of his cabinet

I

153

1)

air **thick** with dust and covered Wilson's bed with chunks of **plaster** (after only a few minutes)

I

154

1)

whenever he edged too **close** to the bird, it **cut** him **severely** in several places

155

I

1)

prehistoric

the (faded) **red crown** that shoots stiffly back like the **bony crest** of a pterodactyl (OR an ancient winged reptile)

I

156

1) to **peel** the bark away from trees and get at **grubs**

II

- 1) watched in awe
- 2) crater
- 3) dagger-sharp claws
- 4) unconquerable spirit
- 5) prehistoric and futuristic

Note

GI 156 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

158

I

I
1) had one more **tool**, a hard-tipped tongue that could **spear** a fugitive grub

II

- 1) violent crying
- 2) bold white stripe
- 3) special protein
- 4) big, stout crowbar
- 5) hard-tipped tongue

Note

GI 157 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

1)

(mainly) in hot, tropical **climates**, (almost all) having black-and-white **feathering** (, the male having a red crest in most species) and rapping out the same **message**

159

I

1)

opening a hole in the **canopy**, which let **sunlight** reach the ground so that new **seedlings** could germinate

160

I

1)

when he first heard a **report** (in 1899) that there were **still** Ivory-billed Woodpeckers **left** in Louisiana, he didn't **believe** it

I

161

- 1) lean years
 - 2) three disciples
 - 3) Tennyson
- Elizabeth Barrett
Robert Browning

I

162

- 1) singing of **divine** things while they were thinking of **earthly** things, so they demanded (that) the poet go out from **among** them

163

I

- 1) (blossomed) **pear tree** in the hedge **sings** each song twice (over)

164

I

- 1) **regret** about his "twilight" journey into death, and we know because he wants no **sadness** of **farewell** when he embarks

165

I

- 1) **ruminate** (luxuriously) (on) Spring's honied **cud** of **youthful thought** nearest to **heaven**

I

- 1) the **Victorian Age** was marked by rapid progress, which must have influenced the **prose and poetry** of the time

II

- 1) become popular
- 2) the divine
- 3) sings each song
- 4) no sadness
- 5) mechanical

Note

GI 166 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

166

I

- 1) must judge him to be one of the most **remarkable** figures in the history of literature

II

- 1) disciples
- 2) Tennyson's
- 3) numbed
- 4) unequaled / unequalled
- 5) three short years

Note

GI 167 I : Answers should be similar in content to those given here, and use all of the words highlighted in the worksheets, but variation in wording is acceptable.

167

I

- 1) all that is **best** of dark and bright **meeting** in her aspect (OR face) and **eyes**

1	1) The cloud uses hail to whiten the (green) plains (under), and then it is dissolved in rain	1	1) James came to the conclusion that Helen had lied to him because two clay models had been knocked on to the floor, which irritated him. (... clay models , he saw with irritation , had been knocked to the floor.)
1	1) There was a gradual improvement in Byron's work following his exile from England, due partly to Shelley's influence and partly to his own mature thought and experience .	1	1) James did not want to take Helen's prescription to the chemist because it was her cough , and he felt that it was not fair . (James was indignant about having to take ...)

1	1) Tom felt irritated when Mary "danced in" because he could not bear to have any worldly cheerfulness intruding upon the petting of his sorrows ."	1	1) Mrs. Whatsit said that there is such a thing as a lesseract , causing/making Mrs. Murry to go (very) white , clutch at a chair for support , and (with a trembling voice) ask what she said/did she say.
1	1) According to Tom, if he were dying, his aunt would feel terrible , and beseech/beg him to forgive her. (... beseech a forgiving word.)	1	1) Charles Wallace scolded Mrs. Whatsit, telling her it was very wrong of her to take the sheets and that if she really needed them she should have asked him.

I

177

1)
Beth was **relieved** that Sam was **lively** enough, (and) **chatting** once again about the maths/math he was busy with, when she collected him from school.

I

178

1)
As they passed the Ronald McDonald House, Sam started **humming** the song Beth had come to hate, and his forehead became wrinkled and **anxious**.

179

I

1)
Anne identified her **happy-go-lucky** side and her **quiet** side, and she preferred her **quiet** side.

I

180

1)
The liberation of the Bergen-Belsen concentration camp in April 1945 did **not help** Margot and Anne Frank because both **died** in the typhus epidemic that broke out in the winter of 1944-45.

182

I

1)
Roger considered the **crack** in the pebble dash odd because he had looked at it very **closely** that **morning**, and it had not been cracked then.

181

I

1)
Roger thought that the olde worlde paneling looked phony, while his father thought it was rather tasteful.

184

I

1)
Sarah Lee Guthrie and Johnny Irion aimed to make a recording that "doesn't make you want to jump out of a minivan" with songs in a **comfortable** range that have gently rocking rhythms and **soothing** singing voices.

183

I

1)
Elizabeth Mitchell's voice is described as **intimate** in the way that a **mother sings** to her child, and this is supported by her **daughter** (Storey) being featured on some of the **songs** she has recorded.

*Students should not be penalized for failing to use quotation marks.

185

I

186

I

1)

Lee was **doubtful** that they were going to find a way down and **worried** that the further they went, the **harder** it would be to get back.

1)

The presence of the spring **motivated** the group because they would need water for the **struggle** back up to the top of Hell.
(The group were **motivated** by the presence of the spring because they ...)

187

I

188

I

1)

At school, Adeline's classmates made her feel like she **belonged**, but at home her siblings **looked down** on her.

1)

Ah Mao felt **proud** of Adeline's accomplishments, which is shown by the way he **pointed** to her **medal**.
(... by the way he gave her the **thumbs-up** sign.)
(... by the way he **smiled** broadly.)

189

190

I

I

1)

The usual morning sounds and smells of the household, such as the smell of coffee, made Charlie **gladder** than he had ever been.

> Answers should include the key word above and at least one of the following:
• the smell of **coffee**
• the smell of **bacon**
• the sound of the **twins** screaming

1)

Charlie's mother felt **sympathetic** about his poison ivy rash, indicated by the way she **shook** her head and **smiled**.

191

192

I

I

1)

The tree seemed to have a calming effect on Ronald because it seemed to take him in.

(... because it seemed to hide him from danger.)

1)

Ronald's early interest in the written word was deepened by one of his **mother's** comments on his own **dragon** story (of 1899).

193

I

1)
Buck (was not prone to rashness and precipitate action and) betrayed no **impatience** and **shunned** all **offensive acts** in the bitter hatred between him and Spitz.

194

I

1)
Buck sprang upon Spitz with a **fury** which **surprised** them **both**, and Spitz particularly, because Spitz thought Buck was **timid** (and managed to hold his own only because of his weight and size).

195

I

196

I

1)
The English found a solution to their loan problem from **Holland** (OR the **Dutch Republic**), which wasn't surprising because **King** William III had recently arrived **from** Holland.

(... because **King** William III was **Dutch**.)

1)
People felt that making money was a "principal aim in life" because without it there was no **respect**, **honor** or **convenience** to be acquired in life.*

*Students should not be penalized for failing to use quotation marks.

197

I

1)
Jonas was fascinated by his father's confession because the fact that his father had **broken the rules** awed him.

198

I

1)
At Jonas's age, his father had failed to notice many of the ceremonies because he was waiting impatiently for the Ceremony of **Twelve**.
(... because he was waiting for his own ceremony.)

199

I

1)
Beyer managed to attract visitors to the Tulane Museum by exhibiting an Ivory-bill **family** and their nest, an accomplishment he was **proud** of.

200

I

1)
Contemplating the collapse of the Ivory-billed Woodpecker's world made the author **determined** to find out what had **happened**.

General notes

Be flexible when grading answers in Level GI. Alternative answers are given in parentheses, but in some cases students' answers might be worded differently and yet still be correct.

American English spelling and punctuation standards are used throughout the Answer Book for uniformity. However, students may use Canadian English spelling and punctuation standards or those presented in the text without penalty. For example, *color* and *colour*, *recognize* and *recognise*, etc. are equally acceptable.

Wrong answers

- Mark (X) the exercise number and subtract on the grading scale accordingly. Note that some questions may be double the value of others. These questions are followed by [2], and wrong answers to these questions should be marked as two errors on the grading scale.

Key words (shown in **bold**) must be included for a correct answer. Students may change the form of the key words (e.g., from present to past tense).

For exercises with marking boxes, mark the relevant parts of the marking box as well, depending on how the student needs to correct the mistake.

➤ Locating correct section(s)

Mark this box if the student needs to take the answer from a different section of the passage.

➤ Key words

Mark this box if the student needs to include more key words (shown in **bold**).

➤ Composition

Mark this box if:

- the student needs to make the answer more succinct
- the student needs to improve the way the answer is composed by:
 - removing repeated information
 - changing the structure or content of the answer sentence to match the context of the passage

Partial errors

Draw a triangle (Δ) over the exercise number and subtract 5% when a student needs to correct one or more partial errors, for example:

- spelling errors
- errors in punctuation
- wrong tense
- missing articles
- subject/verb disagreement
- wrong pronouns

Marking GI 1-50: Reading Impressions

KUMON®
GI 11a
Reading Impressions 2
The Adventures of Tom Sawyer

GI 11b

Tom's eyes before, but now it did not strike him so. He remembered that there was company at the pump. White, red, and Negro boys and girls were always there waiting their turn, mixing, trading playthings, quarrelling, fighting, skylarking. And he remembered that, although the pump was only a hunderd and fifty yards off, Jim never got back with a bucket of water unless he had—*and even then somebody generally had to go after him*, Tom said.

"See, Jim, I'll fetch the water if you'll whitewash some."

Tom clearly does not want to whitewash the fence and will try to get out of having to do it. How do you think he is going to manage to get the fence whitewashed for him?

I think Tom is going to make Jim believe that whitewashing is better than fetching water.

Note for GI 1-50 (Reading Impressions):
Write your own thoughts, based on your understanding of each passage.
Try to use all of the space provided.

Answer Book

1)

SAMPLE ANSWERS

- I think that Tom is going to trick Jim into whitewashing for him.
- I think Tom is going to ask everyone he meets but end up having to whitewash the fence himself.

Students' own impressions in answers

- Mark as correct as long as the answer uses most of the space provided and demonstrates that the student has understood the passage.

KUMON®
GI 11a
Reading Impressions 2
The Adventures of Tom Sawyer

GI 11b

This is an extract from *The Adventures of Tom Sawyer* by Mark Twain. Read the passage and then do the exercise.

Tom lives in a small town along the Mississippi River with his half-brother Sid and his Aunt Polly. On Friday, Sid got Tom into trouble for skipping school. As punishment, Aunt Polly has decided to make Tom work on Saturday.

Chapter II

Saturday morning was come, and all the summer world was bright and fresh, and brimming with life. There was a song in every heart; and if the heart was young the music issued at the lips. There was cheer in every face and a spring in every step. The locust trees were in bloom and the village was enough away

Tom clearly does not want to whitewash the fence and will try to get out of having to do it. How do you think he is going to manage to get the fence whitewashed for him?

I think Tom will get out of doing it somehow.

Note for GI 1-50 (Reading Impressions):
Write your own thoughts, based on your understanding of each passage.
Try to use all of the space provided.

Insufficient answers

- Mark the exercise number when a student's answer is unreasonably short or does not demonstrate that the student has understood the passage.

Marking reading comprehension exercises (GI 51-200)

KUMON
GI 102b
Identifying Paragraph Elements 6
Myth Maker: J.R.R. Tolkien

GI 102b

C Ronald's foot was swabbed with pink lotion and covered with gauze. "It was a spider as big as a dragon!" he told his mother. He asked to sit on the balcony with his favorite book of fairy tales, but the one with pictures of fire-breathing dragons and goblins, but his mother only reluctantly agreed. Always, she fretted over his health, finding him too thin and frail in the relentless sun.

1) In which paragraph did Ronald take a rest after what medical treatment?
In paragraph C, Ronald took a rest after his feet had been treated with pink lotion.

2) Where was Ronald's mother reluctant to let him rest? Include the reason she was reluctant to let him rest there in your answer.
Ronald's mother was reluctant to let him rest on the balcony because she didn't think he would enjoy spending time in the relentless sun.

KUMON
GI 109a

Identifying Paragraph Elements 6
Myth Maker: J.R.R. Tolkien

1) Read the passage and then answer the question to identify one topic element.

The grief that struck the Suffields in King's Heath descended, also, on the Tolkien family in Birmingham. John Benjamin Tolkien, Arthur's father, was so devastated by his son's death that within six months he, too, would die. Ronald had visited his grandfather Tolkien and his aunt Grace Tolkien during his stay in England, but the Suffields were more familiar to him. Now, in the wake of the tragedy, his aunt Grace told him tales about Tolkien's 1800s.

1) Why did Ronald appreciate the move to Sarehole? Include the following words in your answer:
[since / safe]

Ronald appreciated the move to Sarehole because he had been anxious and fearful since his father's death, but he liked it there.

Locating correct section: ☒ Key words: ☒ Composition: ☒

- 1) C
his foot
pink lotion
- 2) on the balcony
she fretted over his health,
finding him too thin and
frail in the relentless sun

Partial errors

- Draw a triangle over the exercise number.

Wrong answers

- Mark the exercise number.

- 1)
he had been **anxious** and
fearful since his father's
death, but (, somehow,) he
felt **safe** there (OR in
Sarehole)

Missing key words

- Mark the exercise number.
- Mark the Key words box.

Partial errors

- When an exercise number has already been marked, you don't have to draw a triangle or subtract any points for partial errors in the same question.

KUMON
GI 109b

Identifying Paragraph Elements 6
Myth Maker: J.R.R. Tolkien

1) Read the passage and then answer the question to identify one topic element.

The grief that struck the Suffields in King's Heath descended, also, on the Tolkien family in Birmingham. John Benjamin Tolkien, Arthur's father, was so devastated by his son's death that within six months he, too, would die. Ronald had visited his grandfather Tolkien and his aunt Grace Tolkien during his stay in England, but the Suffields were more familiar to him. Now, in the wake of the tragedy, his aunt Grace told him tales about Tolkien's ancestors, of how they'd settled in London in the early 1800s, skilled at piano making and at manufacturing clocks.

Arthur Tolkien was buried before his family could sail for Africa, making the trip unnecessary. He had left little money. Mabel, planning never again to leave England, would have only enough to sail with when a newspaper from the found a tea from

1) Why did Ronald appreciate the move to Sarehole? Include the following words in your answer:
[since / safe]

Ronald appreciated the move to Sarehole because the Suffields were more familiar to him and his mother would have only thirty shillings a week.

Locating correct section: ☒ Key words: ☒ Composition: ☒

- 1)
he had been **anxious** and
fearful since his father's
death, but (, somehow,) he
felt **safe** there (OR in
Sarehole)

Answers that are taken from the wrong part of the passage, don't match the context of the passage, and are missing key words

- Mark the exercise number.
- Mark the Locating correct section box.
- Mark the Key words box.
- Mark the Composition box.

GI 191b

reach out like an arm. Grabbing it with both hands, he pulled himself upward, scrambled along the bark on his stomach, then climbed a higher limb, and then one even higher. Leaves brushed silkily against his face, calming him. The tree seemed to take him in, hide him from danger.

Crouched behind leafy branches, his treasure safe in his pockets and inside his shirt, Ronald heard the Black Ogre thunder past, rasping in a cracked voice. "Where are you, little snoot?" Ronald knew he would not be discovered—that, at least for the afternoon, the trees had helped him outwit what was mean and frightening. The trees, whether in Bloemfontein, King's Heath, or his beloved Sarehole, were always his friends.

1) Ronald hid from the farmer in a tree. What effect did the tree seem to have on Ronald and why?

The tree seemed to have a soothing effect on Ronald because it seemed to take him in.

Locating correct section: ☒ Key words: ☒ Composition: ☒

- 1)
The tree seemed to have a **calming** effect on Ronald because it seemed to **take** him in.
(... because it seemed to hide him from danger.)

Use of synonyms of key words (when not highlighted on the worksheet)

- Mark as correct when the answer conveys a similar meaning to the one in the Answer Book.

GI 1 · 2 · 3 · 4

1

1)

SAMPLE ANSWERS

- The room has been boarded up for a long time, which I think is odd.
- Putting a glass bottle in the window frame seems strange to me.

1

1)

SAMPLE ANSWERS

- The air in the room seems to gather and move by itself.
- The air should not be able to bunch up after the workmen have left.

3

1

1)

SAMPLE ANSWERS

- I think that Tim is just a dog that moves into people's homes for food.
- Perhaps Tim is a ghost dog, and that is why people in the village have seen him but cannot place him.

4

1

1)

SAMPLE ANSWERS

- I think that James is playful because of the activities he likes, such as climbing trees.
- James is clearly a messy child because he wants to explore a rubbish heap.

5

1

1)

SAMPLE ANSWERS

- I think that the writing is rather odd because of the spelling.
- I think that the writing was done by a really old ghost because Mrs. Harrison called it archaic.

GI 5 · 6 · 7 · 8

6

1

1)

SAMPLE ANSWERS

- I don't think the sound was made by Tim because Tim was downstairs, so I think it was a ghost.
- I think that the sound was made by the same person who wrote on the blackboard, not by Tim.

7

1

1)

SAMPLE ANSWERS

- I don't think that it was fair of Helen to goad James because he did not write on the board.
- I think that Helen was being fair because it was James's fault for being late for school.

8

1

1)

SAMPLE ANSWERS

- I don't think Simon's behavior is suspicious because he is too casual.
- I think Simon's behavior is suspicious because he tries too hard to prove his innocence.

I

I

1)

SAMPLE ANSWERS

- I think Tim saw a ghost in James's room.
- I think Tim was barking at Helen because she was playing in James's room.

1)

SAMPLE ANSWERS

- I don't think that Tim overdid it, but I do think that he is restless because of the ghost.
- I think that Tim is more interested in whoever is playing pranks on James than in cauliflower cheese.

11

12

I

I

1)

SAMPLE ANSWERS

- I think that Tom is going to trick Jim into whitewashing for him.
- I think Tom is going to ask everyone he meets but end up having to whitewash the fence himself.

1)

SAMPLE ANSWERS

- I think Tom is most afraid of whitewashing because he tells Jim that Aunt Polly never licks anybody.
- I think Tom is only pretending he is not afraid of Aunt Polly, or he wouldn't be whitewashing the fence at all.

13

14

I

I

1)

SAMPLE ANSWERS

- I think that Tom is going to pretend to be so engaged in whitewashing that Ben will offer to help.
- I think that Tom is going to make Ben feel sorry for him and get Ben to whitewash that way.

1)

SAMPLE ANSWERS

- I think Ben will ask Tom if he can have a turn at whitewashing the fence.
- I think Ben will tell Tom that he must be lying about enjoying whitewashing the fence.

15

16

I

I

1)

SAMPLE ANSWERS

- I think that Tom is clever but mean because he got the other boys to do his work for him, but it was his responsibility.
- I think Tom is clever because he not only got out of whitewashing, but he was also given things for letting the other boys do it.

1)

SAMPLE ANSWERS

- I agree with the great law of human action Tom has discovered because that's why working is hard, but doing things can be fun even if they are difficult.
- I don't agree with Tom's law because making something difficult to attain doesn't make me want it.

GI 17 · 18 · 19 · 20		18	
1	1	1	1
1) SAMPLE ANSWERS - I don't think that Tom deserves Aunt Polly's praise because he is taking credit for something he did not do. - Tom is very clever and deserves his aunt's praise because he got the fence whitewashed.	1) SAMPLE ANSWERS - I think that the way Tom and his friends have to agree on the next "disappointment" is really funny. - I think that the way Tom directs all the action through alder-de-camp is funny.		
19		20	
1	1	1	1
1) SAMPLE ANSWERS - I would not have been impressed by Tom's dangerous gymnastic performances. - I would be very impressed by Tom's antics because I would like someone to "show off" to win my admiration.	1) SAMPLE ANSWERS - I think Tom will get the blame because he's always tormenting Aunt Polly. - I think Sid will get the blame because I think Aunt Polly was watching from the kitchen.		
GI 21 · 22 · 23 · 24		21	
1	1	1	1
1) SAMPLE ANSWERS - I think this influences Meg's behavior because she is too worried to focus on her school work and too angry to control herself. - I think Meg just doesn't like school and would fight to protect her baby brother even if her father were at home.	1) SAMPLE ANSWERS - I don't think the cause of Meg's concern is the storm because I think her real concern is her situation. - I think Meg knows how dangerous hurricanes are and is aware that the roof could be blown off the house.		
23		24	
1	1	1	1
1) SAMPLE ANSWERS - I think Meg hopes to find comfort by spending some time with the dog instead of staying in the attic alone. - I think Meg hopes to find that Fortinbras was just barking because he was afraid of the storm.	1) SAMPLE ANSWERS - I think Meg sees her little brother as someone special who always knows what she is thinking. - I think Meg sees him as a little boy but talks to him like he's her age because she is scared.		

I

1)

SAMPLE ANSWERS

- I think it helps and upsets her because it was a nice conversation but makes her miss him more.
- I think that this helps her because she remembers her father's kindness to her and her brother.

Vocabulary note: ② No credit or penalty is given in grading this response. Students are simply encouraged to answer the question to keep them engaged with the vocabulary.

I

1)

SAMPLE ANSWERS

- I think Meg is full of bad feeling because she feels like an oddball, and her father is not there to make her feel better.
- Meg feels this way because she feels like an oddball at school and pretends to be normal, but it doesn't help.

I

1)

SAMPLE ANSWERS

- I think Mrs. Murry knows how Meg feels because she says kind things about Meg and touches her gently.
- I don't think Mrs. Murry has any idea how Meg feels because she isn't outrageously plain like Meg.

I

1)

SAMPLE ANSWERS

- I think Charles Wallace can be just like other little boys because he goes off the family's property when he knows he shouldn't.
- I don't think Charles Wallace can be like other little boys because most of them don't talk like adults or fix sandwiches for other people.

I

1)

SAMPLE ANSWERS

- I agree that Mrs. Whatsit's visit is peculiar because she arrives in the middle of the night, and no one should be out in a hurricane.
- I agree that her visit is peculiar because she found Charles Wallace's house by the smell and somehow knew that the Murrys have Russian caviar.

Vocabulary note: ③ No credit or penalty is given in grading this response. Students are simply encouraged to answer the question to keep them engaged with the vocabulary.

I

1)

SAMPLE ANSWERS

- I think Mrs. Whatsit came to the Murry house by chance because she probably just got lost in the storm.
- I think Mrs. Whatsit came to the Murry house so she could meet the rest of Charles Wallace's family.

I

1)

SAMPLE ANSWERS

- I suppose that Sam is upset, so he refuses to get dressed.
- I think Sam is sick but does not want to tell his parents.

I

1)

SAMPLE ANSWERS

- Sam has decided he does not like his childish stuff and is changing his room and character to be like an adult.
- I think Sam has been possessed by a strange spirit.

33	34
I	I
<p>1)</p> <p>SAMPLE ANSWERS</p> <ul style="list-style-type: none"> - I think Sam has become Del-Del because he looked the same, but Beth thought he was a stranger. - I think Sam is still Sam and is just pretending to be a different person to get out of having to go. 	<p>1)</p> <p>SAMPLE ANSWERS</p> <ul style="list-style-type: none"> - Del-Del is obviously a serious personality problem and will cause Sam's family a great deal of suffering. - I think that Del-Del is just an imaginary friend and is Sam's way of dealing with a crisis.

35	36
I	I
<p>1)</p> <p>SAMPLE ANSWERS</p> <ul style="list-style-type: none"> - I think that Sam's song made his mother very angry because someone had died, and he was being disrespectful. - I think that Sam's mother did not like the idea of Sam's imaginary friend Del-Del, so the singing made her angry. 	<p>1)</p> <p>SAMPLE ANSWERS</p> <ul style="list-style-type: none"> - I don't think Sam's behavior is his way of dealing with sadness, but instead he is possessed by Del-Del. - I think that Sam does not want to admit that his sister has died and is pretending she is not in the cemetery.

37	38
I	I
<p>1)</p> <p>SAMPLE ANSWERS</p> <ul style="list-style-type: none"> - Sam is clearly a very disturbed child because of the way he made fun of his dead sister and his family. - I think that Sam's grandmother is right because if he is left alone, he will learn to behave. 	<p>1)</p> <p>SAMPLE ANSWERS</p> <ul style="list-style-type: none"> - I think Sam wanted to change from Del-Del back to Sam, but this can only happen in the cupboard at the house. - I think Del-Del was leaving Sam's body and needed to hurry to get back to the cupboard for cover.

39	40
I	I
<p>1)</p> <p>SAMPLE ANSWERS</p> <ul style="list-style-type: none"> - I don't believe Sam because I think that he just wants to avoid getting in trouble for his behavior. - I believe Sam because he does not remember the time he spent as Del-Del. 	<p>1)</p> <p>SAMPLE ANSWERS</p> <ul style="list-style-type: none"> - I think Beth has found Sam in the bedroom because he does not act like Del-Del, but I think that Del-Del was using the computer. - I think Beth has found Del-Del in Sam's bedroom because of what is written on the computer screen.